

USOE Fine Arts Rainbow Chart

Kindergarten - Page 1		Experience/	Explore/	Apply/ Build Skills	Analyze/	Research/	Refine/ Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Identify Label, list, name, define, relate, recall and use music making tools.	Contextualize Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Integrate Compare, contrast, distinguish, examine, and incorporate.	Create Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
	SING Vocal development: care, development, and proper use of the voice Melody: a sequence of single pitches that move up, down, or repeat	Experience all sounds the voice can make including speaking, singing, and environmental imitation. Experience songs in a range appropriate to the child's voice. Experience a wide variety of simple songs and singing games appropriate for young children.	Explore vocal sounds focusing on the full range of the child's voice. Explore singing many songs in a range appropriate to the child's voice. Explore a variety of simple songs and singing games in a limited range with attention to matching pitch. CD1 #36 Itsy Bitsy Spider lesson, singing, listening	Practice showing high, low, and medium vocal sounds using the body, objects, or icons. CD2 #46 Twinkle, Twinkle lesson, singing Practice singing simple songs in a natural voice with attention to matching pitch by carefully listening to self and others. CD2 #25 Rain, Rain lesson, singing	Analyze the patterns of high and low sounds in familiar songs. CD1 #29 Hey, Hey Look at Me lesson, singing Analyze recurring pitch patterns within familiar songs. CD1 #13 Charlie Over the Ocean	Create vocal characterizations in a song that tells a story. Create visual representations of high and low sounds using the body, objects or icons. Sing simple conversations using two or three pitches. Create new words and rhymes for favorite songs and singing games.	Sing with increasing pitch accuracy using a natural singing voice. Participate in favorite singing activities such as songs, singing games, rhymes, chants, playground games, etc.
	PLAY Beat: the underlying pulse of music Meter: patterns of strong and weak beats, ex: 2	Experience feeling and moving to a steady beat. CD2 #10 Mulberry Bush lesson, singing Experience feeling strong and weak beats in songs and listening selections. Experience the relationship between beat and divided beat.	Explore steady beat in a variety of songs. Explore strong and weak beat patterns in familiar songs and recorded music. Explore beat and divided beat in simple rhythmic patterns using body percussion. Old MacDonald lesson, creating, playing	Practice moving to the beat of songs, chants, and rhymes. CD2 #51 Yankee Doodle Practice playing strong and weak beats with body percussion and visual icons. Practice clapping or playing the rhythm of syllables in songs and rhymes. CD2 #4 London Bridge lesson, playing CD2 #46 Twinkle, Twinkle lesson, singing	Identify, move to, and play along with beat in music. Identify and respond to patterns of strong and weak beats groups of 2 and 4. CD1 #9 Bluebird, Bluebird lesson, singing Identify and respond to repeated rhythm patterns in songs and rhymes.	Create simple two or four beat movement patterns to a steady beat. CD1 #39 Johnny Get Your Hair Cut lesson, singing Choose an instrument to play the beat and/or rhythm along with familiar songs, rhymes, or recorded music. CD2 #46 Twinkle, Twinkle lesson, listening	Perform songs accompanied by body percussion or classroom instruments. CD1 #39 Johnny Get Your Hair Cut lesson, playing

Kindergarten - Page 2		Experience/	Explore/	Apply/	Analyze/	Research/	Refine/
		Identify	Contextualize	Build Skills	Integrate	Create	Contribute
Previously Mastered Grade Level Skills	Elements of Music with Definitions	Label, list, name, define, relate, recall and use music making tools.	Discover, look at, investigate, experience and form ideas.	Apply, construct, demonstrate, evaluate and practice.	Compare, contrast, distinguish, examine, and incorporate.	Study, explore, seek, be creative, imagine and produce.	Show skill criterion mastery for grade level, give opinions, support others, and show work.
	Form: how music is organized Phrase: a musical statement.	Experience phrases in music. CD1 #35 If You're Happy lesson, singing, playing	Explore repeated phrases in a song. CD1 #13 Charlie Over the Ocean lesson, singing	Practice responding to phrase patterns in music. CD2 #20 Old MacDonald Had a Farm lesson, singing	Analyze same and different patterns in music. (combinations of A and B).	Create movements to show same and different phrases in a song (combinations of A and B). CD2 #46	Listen to and engage in a wide variety of music.
	Expressive Elements Tempo: the speed of the beat Dynamics: degrees of loud & soft	Experience tempo and dynamics in music.	Explore dynamics and tempo in a variety of classroom and play activities. Twinkle, Twinkle	Practice singing songs or playing instruments while varying the dynamics and tempo.	Mary Had a Little Lamb lesson, creating, listening Analyze tempo and dynamics in songs or recorded music. Analyze music	Twinkle, Twinkle Create expression in music by varying the dynamics and tempo.	Putamayo Kids, Sing Along with Putamayo http://www.putumayo.com Facilitate students in their own musical experiences.
	Timbre: (tam'-ber) tone color, the unique sound made by an instrument or voice	Experience timbre differences in voices and instruments.	Explore vocal and instrumental timbres.	Practice identifying voices or instruments by sound.	examples to identify instruments and voices. CD1 #13 Charlie Over the Ocean recording, alternates between singing and playing	Create mood or characterizations using vocal or instrumental timbre.	
	READING / WRITING Icons: non- traditional symbols representing musical elements	Experience icons representing steady beat and pitch, examples: Steady beat: Provide	Explore icons representing steady beat and high/low pitch in a variety of songs.	Practice reading and responding to icons representing steady beat or high/low pitch. Beat example: Hey, hey look at me CD1 #29 Hey, Hey Look at Me	Analyze and talk about iconic representation of steady beat and high/low pitch.	Create short phrases by manipulating icons representing steady beat and high/low pitch.	Perform while reading icons representing steady beat and high/low pitch.

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State Approved Music Resources K-6:

http://www.schools.utah.gov/curr/FineArt





SONGS AND MUSIC ACTIVITIES FOR ELEMENTARY TEACHERS AND THEIR STUDENTS, USOE Songbook and CDs available through USOE (801) 538-7793

- Movement CD companion for USOE Songbook
- DVD: SINGING, PLAYING, CREATING, & LISTENING—Ideas for Teaching the State Music Core Songbook, CDs, and DVD available through USOE (801) 538-7793 Approved textbook series:
- McMillan/McGraw-Hill http://www.mhschool.com/music/student/index.html
- PEARSON ED. PUBLISHING (previously Silver Burdett) www.scottforesman.com





DUCATORS UTAH MUSIC EDUCATORS ASSOCIATION (UMEA) and Teachers of Elementary Classroom Music (TECM) www.umea.us



DALCROZE EURYTHMICS, Dalcroze Society of America:

http://www.dalcrozeusa.org/home.html



EDUCATION THROUGH MUSIC (ETM) Richards Institute of Education and Research: http://richardsinstitute.org/Default.aspx



KODÀLY: Organization of American Kodaly Educators (OAKE) www.oake.org Utah, UFOLKS



ORFF: American Orff-Schulwerk Association (AOSA) www.aosa.org Utah, UAOSA

Web Links:





http://www.classicsforkids.com CLASSIC FOR KIDS: lesson ideas, listening maps, composers, music dictionary, etc.



http://www.classroomclassics.com CLASSROOM CLASSICS: CDs for Utah and American History, Utah State Song, patriotic songs, holiday music & programs



http://www.putumavo.com/en/putumavo kids.php PUTAMAYO KIDS: CDs, folk songs, multicultural, and world music listening resource, examples:













http://www.sfskids.org/templates/splash.asp San Francisco Symphony For Kids: all about the symphony orchestra